GRADES K TO 3

General Education Leadership Network
a MAISA collaborative

Essential Instructional Practices in Early Literacy

This document was developed by the **Early Literacy Task Force**, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. For a full list of representatives, please see the back page.

INSTRUCTIONAL PRACTICES

This document is intended to be read in concert with Essential Instructional Practices in Literacy, Prekindergarten. *There is important overlap and continuity in these two documents, and some children will benefit from instructional practices identified in the prekindergarten document beyond the prekindergarten year.*

Purpose

The purpose of the document is to increase Michigan's capacity to improve children's literacy by identifying a small set of research-supported instructional practices that could be the focus of professional development throughout the state. The focus of the document is on classroom practices, rather than on school- or systems-level practices (which will be addressed in a future document). Research suggests that each of these ten practices can have a positive impact on literacy development. We believe that the use of these practices in every classroom every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

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The practices listed can be used within a variety of overall approaches to literacy instruction and within many different structures of the school day; the document does not specify one particular program or approach to literacy instruction. We limited the list to ten practices; there are other literacy instructional practices that may be worthy of attention. In addition, new literacy research could alter or add to the instructional practices recommended here. For these reasons, choosing to enact the practices on this list would leave considerable agency and choice for individual districts, schools, and teachers.

Literacy knowledge and skills developed in kindergarten through third grade predict later literacy achievement.[1] Classroom instruction can have an enormous impact on the development of literacy knowledge and skills.[2] Many areas involved in literacy can be affected by instruction, including, but not limited to:

- oral language, including vocabulary
- print concepts
- phonological awareness
- alphabet knowledge and other letter-sound knowledge/phonics (including larger orthographic units)
- word analysis strategies (especially phonemic decoding with monitoring for meaning)
- reading fluency (including accuracy, automaticity, and prosody)
- handwriting and word processing
- broad content and background knowledge
- knowledge and abilities required specifically to comprehend text (e.g., text structure knowledge, comprehension strategy use, genre knowledge)
- knowledge and abilities required specifically to compose text (e.g., planning, drafting, revising, and editing strategies; text structure, genre and craft knowledge; spelling and sentence construction strategies; capitalization and punctuation)
- literacy motivation and engagement
- vocabulary strategies, particularly morphological (meaningful word part) analysis

The recommended practices should occur throughout the day, including being integrated into opportunities for science and social studies learning, not exclusively in an isolated block identified as "English Language Arts" or "Literacy." At the same time, literacy instruction should not take the place of science and social studies inquiry nor addressing the Michigan Grade Level Content Expectations for Social Studies nor addressing the Michigan K – 12 Science Standards.[3] In the long term, that approach is counterproductive; later academic achievement is predicted not only by literacy knowledge and skills, but by mathematics learning, knowledge of the natural and social world, and certain aspects of physical, social, and emotional development. Finally, it is important to read this document in relation to the State of Michigan's specific standards for literacy development in kindergarten through third grade[4] which should garner careful attention in all Michigan kindergarten through third-grade classrooms and be one focus in observing classroom practice and children's development. The endnotes indicate some connections between the ten instructional practices and the Michigan Standards, and they reference research studies that support the practices listed.

1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons[5]

The teacher:

- creates opportunities for children to see themselves as successful readers and writers
- provides daily opportunities for children to make choices in their reading and writing (choices may be a limited set of options or from extensive options but within a specified topic or genre)
- offers regular opportunities for children to collaborate with peers in reading and writing, such as through small-group discussion of texts of interest and opportunities to write within group projects
- helps establish purposes for children to read and write beyond being assigned or expected to do so, such as for their enjoyment/interest, to answer their questions about the natural and social world, to address community needs, or to communicate with a specific audience
- uses additional strategies to generate excitement about reading and writing, such as book talks and updates about book series. The teacher avoids attempting to incentivize reading through non-reading-related prizes such as stickers, coupons, or toys, and avoids using reading and writing as "punishment" (e.g., "If you can't listen, I'm going to send you to sit and read in the library").

2. Read alouds of age-appropriate books and other materials, print or digital[6]

Read alouds involve:

- sets of texts, across read aloud sessions, that are thematically and conceptually related[7] and that offer opportunities to learn that children could not yet experience independently
- modeling of appropriate fluency (accuracy, automaticity, and prosody) in reading
- child-friendly explanations of words within the text and revisiting of those words after reading using tools such as movement, props, video, photo, examples, and non-examples, and engaging children in saying the words aloud and using the words at other points in the day and over time
- higher-order discussion among children and teacher before, during, and after reading[8]
- instructional strategies, depending on the grade level and children's needs, that:
  - develop **print concepts**,[9] such as developing children's directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print
  - model application of knowledge and strategies for **word recognition**[10]
  - build **knowledge of the structure and features of text**[11], including, with regard to structure, key story elements and common informational text structures (compare-contrast, cause-effect, problem-solution, description, and sequence), and such as, with regard to text features, tables of content, diagrams, captions, and index
  - describe and model **comprehension strategies**, including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling
  - describe and model strategies for ascertaining the meaning of unfamiliar **vocabulary** from context[12]

3. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development[13]

The teacher:

- ensures that children use most of their time actually reading and writing (or working toward this goal in kindergarten and early first grade)[14]
- coaches children as they engage in reading and writing, with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, (c) rereading
- employs practices for developing reading **fluency**, such as repeated reading, echo reading, paired and partner reading[15]
- includes explicit instruction, as needed, in **word recognition strategies**, including multi-syllabic word decoding, **text structure**, **comprehension strategies,** and **writing strategies**
- is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work

4. Activities that build phonological awareness (grades K and 1 and as needed thereafter)[16]

Teachers promote phonological awareness development,[17] particularly phonemic awareness development, through explicit explanation, demonstration, play with sounds in words, and engaged study of words, such as by:

- listening to and creating variations on books and songs with rhyming or alliteration
- sorting pictures, objects, and written words by a sound or sounds (e.g., words with a short e sound versus words with a long e sound)
- activities that involve segmenting sounds in words (e.g., Elkonin boxes, in which children move a token or letters into boxes, with one box for each sound in the word)
- activities that involve blending sounds in words (e.g., "robot talk" in which the teacher says the sounds "ffff" "iiiii" "shhhh" and children say *fish*)
- daily opportunities to write meaningful texts in which they listen for the sounds in words to estimate their spellings

5. Explicit instruction[18] in letter-sound relationships[19]

Earlier in children's development, such instruction will focus on letter names, the sound(s) associated with the letters, and how letters are shaped and formed. Later, the focus will be on more complex letter-sound relationships, including digraphs (two letters representing one sound, as in *sh, th, ch, oa, ee, ie*), blends (two or three letters representing each of their sounds pronounced in immediate succession within a syllable, as in *bl* in *blue*, *str* in *string*, or *ft* as in *left*), diphthongs (two letters representing a single glided phoneme as in *oi* in *oil* and *ou* in *out*), common spelling patterns (e.g., *-ake* as in *cake*, *rake*), specific phonograms (e.g., *-all, -ould*), and patterns in multi-syllabic words.[20] High-frequency words are taught with full analysis of letter-sound relationships within the words, even in those that are not spelled as would be expected.

Instruction in letter-sound relationships is:

- verbally precise and involving multiple channels, such as oral and visual or visual and tactile
- informed by careful observation of children's reading and writing and, as needed, assessments that systematically examine knowledge of specific sound-letter relationships
- taught systematically in relation to students' needs and aligned with the expectations of the Michigan K-3 Standards for English Language Arts
- accompanied by opportunities to apply knowledge of the letter-sound relationships taught by reading books or other connected texts that include those relationships
- reinforced through coaching children during reading, most notably by cueing children to monitor for meaning and by cueing children to attend to the letters in words and recognize letter-sound relationships they have been taught

6. Research- and standards-aligned writing instruction[21]

The teacher provides:

- interactive writing experiences in grades K and 1
- daily time for children to write, aligned with instructional practice #1 above
- instruction in writing processes and strategies, particularly those involving researching, planning, revising, and editing writing[22]
- opportunities to study models of and write a variety of texts for a variety of purposes and audiences, particularly opinion, informative/explanatory, and narrative texts (real and imagined) [34]
- explicit instruction in letter formation, spelling strategies, capitalization, punctuation, sentence construction, keyboarding (first expected by the end of grade 3, see the Practice Guide cited immediately above for detail), and word processing[23]

7. Intentional and ambitious efforts to build vocabulary and content knowledge[24]

The teacher:

- selects Tier 2 and Tier 3 vocabulary words to teach from read alouds of literature and informational texts and from content area curricula[25]
- introduces word meanings to children during reading and content area instruction using child-friendly explanations and by providing opportunities for children to pronounce the new words and to see the spelling of the new words
- provides repeated opportunities for children to review and use new vocabulary over time, including discussing ways that new vocabulary relate to one another and to children's existing knowledge, addressing multiple meanings or nuanced meanings of a word across different contexts[26], and encouraging children to use new words in meaningful contexts (e.g., discussion of texts, discussions of content area learning, semantic maps)
- encourages talk among children, particularly during content-area learning and during discussions of print or digital texts[27]
- teaches morphology (i.e., meaning of word parts), including common word roots, inflections, prefixes, and affixes[28]

8. Abundant reading material and reading opportunities in the classroom[29]

The classroom includes:

- a wide range of books and other texts, print, audio, and digital, including information books, poetry, and storybooks that children are supported in accessing
- books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences, including class- and child-made books
- books children can borrow to bring home and/or access digitally at home
- comfortable places in which to read books, frequently visited by the teacher(s) and by adult volunteers recruited to the classroom
- opportunities for children to engage in independent reading of materials of their choice every day, with the teacher providing instruction and coaching in how to select texts and employ productive strategies during reading, feedback on children's reading, and post-reading response activities including text discussion[30]

9. Ongoing observation and assessment of children's language and literacy development that informs their education[31]

The teacher:

- engages in observation and assessment that is guided by
  - an understanding of language and literacy development
  - the Michigan K to 12 Standards for English Language Arts
- prioritizes observation during actual reading and writing
- administers assessments as one source of information to identify children who may need additional instructional supports
- employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)

10. Collaboration with families in promoting literacy[32]

Families engage in language and literacy interactions with their children that can be drawn upon and extended in kindergarten through third grade. Educators help families add to their repertoire of strategies for promoting literacy at home, including supporting families to:

- prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family, and traveling in the bus or car
- promote children's independent reading
- support children in doing their homework and in academic learning over the summer months
- speak with children in their home/most comfortable language, whether or not that language is English[33]
- provide literacy-supporting resources, such as:
  - books from the classroom that children can borrow or keep
  - children's magazines
  - information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development
  - announcements about local events
  - passes to local museums (for example, through www.michiganactivitypass.info)

(Endnotes)

1 For example, Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, *33*, 934-945; Sparks, R. L., Patton, J., & Murdoch, A. (2014). Early reading success and its relationship to reading achievement and reading volume: Replication of '10 years later'. *Reading and Writing*, *27*, 189-211.

2 For example, Connor, C. M., Morrison, F. J., & Katch, L. E. (2004). Beyond the reading wars: Exploring the effect of child-instruction interactions on growth in early reading. *Scientific Studies of Reading*, *8*, 305-336; Tivnan, T., & Hemphill, L. (2005). Comparing four literacy reform models in high-poverty schools: Patterns of first-grade achievement. *Elementary School Journal, 105*, 419–441.

3 Michigan Department of Education. (2015). *Michigan K– 12 Standards Science.* Lansing, MI: Author. Retrieved February 9, 2016 from: http://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf; Michigan Department of Education. (2007). *Social Studies Grade Level Content Expectations Grades K-8*. Lansing, MI: Author. Retrieved February 9, 2016 from: https://www.michigan.gov/documents/mde/SSGLCE_218368_7.pdf

4 Michigan Department of Education. (nd). *Michigan K– 12 Standards for English Language Arts.* Lansing, MI: Author. Retrieved February 9, 2016 from: http://www.michigan.gov/documents/mde/K-12_MI_ELA_StandardsREV_470029_7.pdf

5 For example, Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf; Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of Concept-Oriented Reading Instruction to knowledge about interventions for motivations in reading. *Educational Psychologist, 42*, 237–250; Marinak, B. A., & Gambrell, L. B. (2008) Intrinsic motivation and rewards: What sustains young children's engagement with text? *Literacy Research and Instruction, 47*, 9-26.

6 For example, Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., Heckert, J., Cavanaugh, C., ... & Tackett, K. (2011). A synthesis of read-aloud interventions on early reading outcomes among preschool through third graders at risk for reading difficulties. *Journal of Learning Disabilities*, *44*, 258-275; Baker, S. K., Santoro, L. E., Chard, D. J., Fien, H., Park, Y., & Otterstedt, J. (2013). An Evaluation of an explicit read aloud intervention taught in whole-classroom formats in first grade. *The Elementary School Journal, 113*, 331-358; Silverman, R. (2007). A comparison of three methods of vocabulary instruction during read-alouds in kindergarten. *The Elementary School Journal*, *108*, 97-113; Greene Brabham, E., & Lynch-Brown, C. (2002). Effects of teachers' reading-aloud styles on vocabulary acquisition and comprehension of students in the early elementary grades. *Journal of Educational Psychology*, *94*, 465; Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology*, *98*, 44-62.

7 See, among others, Reading Literature, and Reading Informational Text, Standard #9.

8 See Standards for Reading Literature, Standards for Reading Informational Text, and Standards for Speaking and Listening.

9 See Foundational Skills Standard #1.

10 See Foundational Skills Standard #3.

11 See, most notably, Reading Standards for Literature #2, #3, and #5 and Reading Standards for Informational Text, Standards #3, #5, #7, and #8.

12 See Reading Standard for Literature #4 and Reading Standard for Informational Text #4.

13 For example, Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=19; Connor, C., Morrison, F., Fishman, B., Giuliani, S., Luck, M., Underwood, P., Bayraktar, A, Crowe, E., & Schatschneider, C. (2011). Testing the impact of child characteristics × instruction interactions on third graders' reading comprehension by differentiating literacy instruction. *Reading Research Quarterly, 46*, 189-221; Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17; Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary grade reading instruction in low-income schools. *The Elementary School Journal, 101*, 121-165; Vellutino, F. R., Scanlon, D. M., Small, S., & Fanuele, D. P. (2006). Response to intervention as a vehicle for distinguishing between reading disabled and non-reading disabled children: Evidence for the role of kindergarten and first grade intervention. *Journal of Learning Disabilities, 39*, 157–169; Kuhn, M. R., Schwanenflugel, P. J., Morris, R. D., Morrow, L. M., Woo, D. G., Meisinger, E. B., . . . Stahl, S. A. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research, 38*, 357–387; Kuhn, M. R. (2005). A comparative study of small group fluency instruction. *Reading Psychology, 26*, 127-146.

14 See Reading Standards for Informational Text #10 and Reading Standards for Literature #10.

15 See Foundational Skills Standard #4.

16 For example, Brennan, F., & Ireson, J. (1997). Training phonological awareness: A study to evaluate the effects of a program of metalinguistic games in kindergarten. *Reading and Writing: An Interdisciplinary Journal, 9*, 241–263; Bus, A. G., & van IJzendoorn, M. H. (1999). Phonological awareness and early reading: A meta-analysis of experimental training studies. *Journal of Educational Psychology*, *91*, 403-414; Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly, 36*, 250-287; Suggate, S. P. (2016). A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension interventions. *Journal of Learning Disabilities*, *49*, 77-96.

17 See Foundational Skills Standard #2.

18 Explicit instruction involves telling children what you want them to know, rather than expecting that they will infer this information. For example, explicit instruction about the letter L might include (although not necessarily all at once) the following: "This [pointing] is the letter called *ell*. *Ell* stands for the lll sound. Latoya's name starts with the lll sound: LLLatoya. Lion also starts with the lll sound: llllion. You can make ell with a straight line down and a short line across, like this [demonstrating], or you can make ell with just a straight line down, like this [demonstrating]."

19 For example, Lonigan, C. J., Schatschneider, C., & Westberg, L., with the National Early Literacy Panel. (2008). Impact of code-focused interventions on young children's early literacy skills. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 107-152). Louisville, KY: National Center for Family Literacy; Ehri, L. C., Nunes, S. R., Stahl, S. A., & Willows, D. M. (2001). Systematic phonics instruction helps students learn to read: Evidence from the National Reading Panel's meta-analysis. *Review of Educational Research, 71*, 393–447; Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review, 81*, 710–744; Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading, 9*, 167-188; Cheatham, J. P., & Allor, J. H. (2012). The influence of decodability in early reading text on reading achievement: A review of the evidence. *Reading and Writing: An Interdisciplinary Journal, 25*, 2223–2246.

20 See Foundational Skills Standard #3 and Language Standard #2.

21 For example, Craig, S. A. (2003). The effects of an adapted interactive writing intervention on kindergarten children's phonological awareness, spelling, and early reading development. *Reading Research Quarterly, 38*, 438-440; Roth, K., & Guinee, K. (2011). Ten minutes a day: The impact of interactive writing instruction on first graders' independent writing. *Journal of Early Childhood Literacy, 11*, 331- 361; Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=17; Graham, S., McKeown, D., Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology, 104*, 879–896.

22 See Writing Standards #4 through #9.

23 See, in particular, Conventions of Standard English and Knowledge of Language substrands of the Language Strand.

24 For example, Elleman, A. M., Lindo, E. J., Morphy, P., & Compton, D. L. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Research on Educational Effectiveness, 2*, 1–44; Goodson, B., Wolf, A., Bell, S., Turner, H., & Finney, P. B. (2010). *The effectiveness of a program to accelerate vocabulary development in kindergarten (VOCAB)* (NCEE 2010-4014). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education; Beck, I. L., & McKeown, M. G. (2007). Increasing young low-income children's oral vocabulary repertoires through rich and focused instruction. *The Elementary School Journal*, *107*, 251-271; Goodwin, A. P., & Ahn, S. (2013). A meta-analysis of morphological interventions in English: Effects on literacy outcomes for school-age children. *Scientific Studies of Reading*, *17*, 257-285; Vitale, M. R., & Romance, N. R. (2011). Adaption of a knowledge-based instructional intervention to accelerate student learning in science and early literacy in grades 1 and 2. *Journal of Curriculum and Instruction, 5*, 79-93.

25 See Michigan K to 12 Standards for English Language Arts, Appendix A for more on vocabulary selection.

26 See Language Standards #4 and #5.

27 See Speaking and Listening Standards.

28 See Language Standard #4.

29 For example, Neuman, S. B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly*, *34*(3), 286-311; McGill-Franzen, A., Allington, R. L., Yokoi, L., & Brooks, G. (1999). Putting books in the classroom seems necessary but not sufficient. *The Journal of Educational Research*, 93, 67-74; Foorman, B. R., Schatschneider, C., Eakin, M. N., Fletcher, J. M., Moates, L. C., & Francis, D. J. (2006). The impact of instructional practices in Grades 1 and 2 on reading and spelling achievement in high poverty schools. *Contemporary Educational Psychology, 31*, 1–29; Reutzel, D. R., Fawson, P., & Smith, J. (2008). Reconsidering silent sustained reading: An exploratory study of scaffolded silent reading. *Journal of Educational Research, 102*, 37–50; Kamil, M. L. (2008). How to get recreational reading to increase reading achievement. In *57th Yearbook of the National Reading Conference*, 31-40. Oak Creek, WI: National Reading Conference.

30 See Reading Standards for Informational Text #10 and Reading Standards for Literature #10.

31 For example, Morris, D., Blanton, L. Blanton, W. E., Nowacek, J., & Perney, J. (1995). Teaching low achieving spellers at their "instructional level." *Elementary School Journal, 96*, 163-177; Witmer, S. E., Duke, N. K., Billman, A. K., & Betts, J. (2014). Using assessment to improve early elementary students' knowledge and skills for comprehending informational text. *Journal of Applied School Psychology*, *30*, 223-253; Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools. *The Elementary School Journal 101*, 121-165.

32 For example, Sénéchal, M., & Young, L. (2008). The effect of family literacy interventions on children's acquisition of reading from kindergarten to grade 3: A meta-analytic review. *Review of Educational Research*, *78*, 880-907; van Steensel, R., McElvany, N., Kurvers, J., & Herppich, S. (2011). How effective are family literacy programs? Results of a meta-analysis. *Review of Educational Research*, *81*, 69-96; Jordan, G. E., Snow, C. E., & Porche, M. V. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly, 35*, 524-546. Kim, J. S., & Quinn, D. M. (2013). The effects of summer reading on low-income children's literacy achievement from kindergarten to grade 8: A meta-analysis of classroom and home interventions. *Review of Educational Research, 83*, 386–431.

33 August, D., & Shanahan, T. (Eds.) (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Erlbaum.

34 See Writing Standards #1, #2, and #3.

Process for Development and Review

This document was developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Task Force included representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

- Bay-Arenac Intermediate School District
- Eaton Regional Educational Service Agency
- Genesee Intermediate School District
- Huron Intermediate School District
- Ingham Intermediate School District
- Iosco Regional Educational Service Agency
- Jackson County Intermediate School District
- Kalamazoo Public Schools
- Lenawee Intermediate School District
- Lewis Cass Intermediate School District
- Livingston Educational Service Agency
- Macomb Intermediate School District
- Mecosta-Osceola Intermediate School District
- Michigan Association of Administrators of Special Education
- Michigan Association of Computer Users in Learning
- Michigan Association of Intermediate School Administrators
- MAISA Early Childhood Administrators Network
- MAISA English Language Arts Leaders Network
- Michigan Department of Education
- Michigan Elementary and Middle School Principals Association
- Michigan Reading Association
- Michigan State University
- Monroe County Intermediate School District
- Muskegon Area Intermediate School District
- Oakland Schools
- Ottawa Area Intermediate School District
- Reading Now Network
- Regional Education Media Center Association of Michigan
- Saint Clair County Regional Educational Service Agency
- Saint Joseph County Intermediate School District
- Southwest Michigan Reading Council
- University of Michigan
- Washtenaw Intermediate School District
- Wayne County Regional Educational Service Agency

Feedback on drafts of the document was elicited from other stakeholders, resulting in a number of revisions to the document.

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Essential Instructional Practices in Early Literacy

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